



THE UNIVERSITY OF CHICAGO
HARRIS SCHOOL OF PUBLIC POLICY

PUBLIC POLICY 35240: EDUCATION IN DEVELOPING CONTEXTS

Fall 2015: Monday, 9:00 am – 11:50 am, Harris School 140B

Instructor: Professor Anjali Adukia
167 Harris School
adukia@uchicago.edu

Office hours: Sign up online: <http://tinyurl.com/npb42qe>
If you sign up and later find that you are no longer able to make that time or no longer need the appointment, please be sure to remove your name.

Teaching Assistant: Luis Herskovic: herskovic@uchicago.edu

This course covers policy issues related to education in developing contexts. We will analyze education policies and reforms, review relevant research on each topic, and examine implications of the findings to policy and practice. Topics include discrimination and inclusion in education, understanding factors that influence educational decisions, provision of basic needs in schools, teacher pay and incentives, school choice, early childhood education, and education in emergency settings.

Prerequisites: Tools of microeconomic theory and econometric analysis will be used. Students lacking these prerequisites should seek permission from the instructor.

Two Teaching Assistants will be holding an optional session on navigating academic papers and basic applied methods at the beginning of the quarter. Feel free to attend either session:
Friday, October 9 from 10-11:50 am in Harris 289B (Mohsen Mirtaher, PBPL 28350 TA)
TBD (Luis Herskovic, PPHA 35240 TA)

Readings and guest speakers

Readings. Many of the issues discussed in the course would benefit from the perspective of multiple disciplines. However, much of the emerging causal evidence on education in developing countries comes from the field of development economics, and therefore, the reading list of the course is composed mainly of studies that use economic tools to analyze educational issues. These articles can be found through the University of Chicago library system or through the course reserves link on CHALK. Useful resources in understanding some of the methods used in the readings include: *Mastering 'Metrics* and *Mostly Harmless Econometrics* by Angrist and Pischke. These are on reserve at Regenstein Library.

Guest speakers. Guest speakers will join us at the beginning of each class, typically via videoconference. They will often request that students prepare materials in addition to the readings listed for the course, which will also be announced ahead of time. The schedule may change as we go, and the instructor will announce adjustments accordingly. Speakers spend their valuable time to visit the class whether in person or virtually, so it is very important that students remain engaged during their visits.

Requirements, assignments, and grading

Grades will be based on regular attendance and active class participation including submission of weekly discussion questions/weekly response papers (30%), leading a class discussion (30%), and a final project consisting of two project proposals, a presentation, and a final paper (40%).

Deadlines are as follows:

- Student survey (online at CHALK): Please fill out by September 27.
- Weekly response papers: Due by noon on CHALK the day before class
- In-class presentation: Meet with instructor one week before class, send draft of slides four days before class, give presentation in class, submit final slides and short report by 9:00 am the day after class.
- Final project: 2 project proposals due by noon October 25, meet with instructors the week of November 23, oral presentation the day of class, written paper due December 7.

Class participation, including attendance and weekly response papers (30%)

Active engagement and reflection are essential requirements for this course. Students are expected to contribute substantively to class discussions. The quality of participation is just as important as the quantity. Class participation grades will be based on questions and comments students pose in class and on the weekly response papers. Disengagement from the class will count against the participation component of your grade. There may be times that I cold-call on students in class.

Attendance. If you miss a single class, you will be responsible for writing a two-page paper in response to two of the assigned readings for the week. Please also email me beforehand. If you miss more than one class, you must see the instructor. These reports (no longer than 2 pages) should be posted to the CHALK website by 11:59 pm the day before class.

For students who miss a class, they will be required to write brief reports on two of the assigned readings for the week. A report should address the following questions:

- What are the questions being addressed by this study? Why do these questions matter?
- What are the answers offered by the study?
- What evidence is brought to bear?
- In your view, does the evidence compellingly support the conclusion of the study? Why or why not?
- Can you propose a better way to study or address the same question?

Weekly Response Papers

The main objective of this course is to gain a fuller understanding of issues related to education in developing contexts and to learn to draw upon evidence when designing policy and practice. Starting with the second week of readings, student must do four response papers. If more than four response papers are submitted, only the highest four grades will be counted.

For one of the assigned readings for the week, provide a concise summary of the research followed by a critique of the study. This should encourage you to think through the empirical papers on the reading list and interpret their findings. The response papers will (1) demonstrate your understanding of the papers and (2) help to foster discussion and interaction during class. You can include answers to some of the following:

- What is the big idea/question? Why is the question interesting or important? *
- What is the primary question/issue/hypothesis that the author(s) wanted to address? *
- What data do the author(s) use? *
- What is the research design? Give an intuitive description of the test or model. *
- What are the findings or conclusions? *
- Are you convinced by the results and/or arguments? Why or why not?
- Did the author(s) find a causal relationship? Why or why not?

- Did the results obtained justify the interpretation and conclusions?
- Were appropriate controls used or did the approach adequately test the hypothesis?
- Do you think the results could be biased in some way? Explain.
- What have we learned from this study? What questions remain?

Response papers are due on CHALK by noon (12:00 pm) the day before class. Essays should be typed and submitted using a font size of 11 point Times New Roman (or equivalent) with 1-inch margins and 1 ½-inch spacing. They should be one page in length. Please name the file using the following naming convention: "lastname_firstname_date." For example: for an assignment due October 6, 2015, the instructor would name the file: "Adukia_Anjali_20151006" (where the date is the year, followed by the month, followed by the day). Discussion with classmates about the assignments is permitted. However, written work should be prepared individually by students.

The assignments will be graded with a check-minus, check, or check-plus. “Check” responses demonstrate basic familiarity with the papers. “Check-plus” responses contain new insight on the papers: critiques, potential improvements, or connecting the paper to other readings. Papers will also be judged based on the quality of the writing, so be sure to proofread your assignments carefully.

Weekly in-class presentations (30%)

Groups will be assigned based on student preference indicated in the student survey. If a given topic has more interest than available slots, we will assign students randomly.

Presentation/discussion facilitation. In addition to general class participation, each student will make an in-class presentation as part of a small group. Your group’s objective is to research an historical aspect of the topic of the day and make an informative presentation to teach your classmates about this aspect. Presentations are limited to *20 minutes total*. After the presentation, the group will have *ten minutes* to lead a discussion directly related to the cases. The key to this assignment is to identify examples with good, detailed information available, prioritize the most important points, and present the material in a clear, thought-provoking manner.

Some requirements to keep in mind:

- Initial Meeting with the instructor: At least *one week* before the presentation, a majority of the group should meet with the instructor to discuss their specific lecture and possible presentation topics. Afterwards, the group should email Prof. Adukia to confirm the selected historical case and general plan for the presentation.
- Complete the research on the historical aspect. Prioritize your main points and produce a polished draft of the presentation. The basic organization of most presentations should be: (a) give context, (b) describe the historical aspect, (c) connect it to the academic literature and how it is relevant to understanding the topic of the day, (d) discuss the effects and implications in the modern-day world.
- The group is required to submit a polished draft of their slides via email to the instructor by 12:00 pm four days before their assigned class session.
- After the presentation, submit a final version of the slides and a short report with complete citations of the sources used using APA format and other supporting materials (if relevant). Each group member should submit a brief description of how each group member contributed. These items are due via CHALK 9:00 am the day after the presentation.

This part of the grade is based on the following criteria:

- Ability to develop a presentation related to the issue of the day and visually convey the material in an informative manner (*i.e.*, using slides).
- Delivery of the presentation in class with the goals of teaching your classmates about the cases and highlighting key facts and issues

- Ability to facilitate a discussion of thoughtful questions and to foster quality general class participation
- The quality of general class participation will also be taken into account and may result in altering your presentation grade either up or down

Please name the files using the following naming convention: “lastname1_lastname2_lastname3_topic_f15.” For example: for the group presentation slides on the first week of classes with group members Anjali Adukia, Luis Herskovic, and Mohsen Mirtaheer, you would name the file: “Adukia_Herskovic_Mirtaheer_Why_Schools_F15.”

Final project (40%)

For the final project, students will present and write an original evidence-based business idea, policy proposal, or research proposal designed to improve educational outcomes. The specific topic is open-ended, allowing students to explore a question that is most suited to their interests, skills, and career interests. This will be done in self-selected groups of at least three people.

The final project will be comprised of three components:

- 2 one-page project proposals. Due by 12:00 pm on Sunday, October 25.
- A presentation to be delivered during the last class session.
- A jointly-authored, 8-12-page document (not including references). Essays should be typed and submitted using a font size of 11 point Times New Roman (or equivalent) with 1-inch margins and 1½-inch spacing. APA format should be used. Due by 12:00 pm on Monday, December 7.

You will meet with the instructors the week of November 23rd to discuss your project. Papers will not be accepted past the deadline for any reason. Students should work on their projects continually throughout the term and allow for the possibility of unforeseen circumstances.

Plagiarism

Please read The University of Chicago policy on plagiarism, presented in the Student Manual. If you have any questions about how to properly attribute sources, please contact the teaching staff.

Course readings and schedule (*subject to change – please check CHALK for updates*)

Why education? (September 28)

*Psacharopoulos, G. (1984). The contribution of education to economic growth: international comparisons. Washington, DC: World Bank.

*Duflo, E. (2001). Schooling and labor market consequences of school construction in Indonesia: evidence from an unusual policy experiment. *American Economic Review*, 91(4), 795-813.

Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *The Journal of Political Economy*, 70(5), 9-49.

Card, D. (1999). The causal effect of education on earnings. In O. Ashenfelter and D. Card, eds., *Handbook of Labor Economics*, 3A. Elsevier.

Discrimination and inclusion in education (October 5)

Guest Speaker: Susan Durston, Education Advisor, Former UNICEF Global Chief of Education, Trustee of Child-to-Child

*Hanna, R. & Linden, L. (2012). Discrimination in grading. *American Economic Journal: Economic Policy*, 4(4): 146-68.

*Rao, G. (2013). Familiarity does not breed contempt: diversity, discrimination, and generosity in Delhi schools. Unpublished manuscript. <http://scholar.harvard.edu/rao/publications/familiarity-does-not-breed-contempt-diversity-discrimination-and-generosity-delhi>

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of personality and social psychology*, 69(5), 797.

Hoff, K. & Pandey, P. (2004). An experimental investigation of Indian caste. <http://sticerd.lse.ac.uk/dps/bpde2004/hoff.pdf>

Behrman, J. (1997). Intrahousehold distribution and the family. In: Mark R. Rosenzweig and Oded Stark, editors, *Handbook of Population and Family Economics*, Elsevier, 1(A)125-187.

Margo, R. (1990). Race and schooling in the South, 1880-1950: an economic history. University of Chicago Press, chapter 2.

Bertrand, M., Hanna, R., & Mullainathan, S. (2010). Affirmative action in education: evidence from engineering college admissions in India. *Journal of Public Economics*. 94, 16-29.

Role of basic needs: health and infrastructure (October 12)

Guest Speaker: TBD

*Adukia, A. (2014). Sanitation and education. Unpublished manuscript. http://harris.uchicago.edu/sites/default/files/Adukia_Sanitation_and_Education.pdf

*Miguel, E. & Kremer, M. (2004). Worms: identifying impacts on education and health in the presence of treatment externalities. *Econometrica*. 72(1), 159-217.

Kazianga, H., Levy, D., Linden, L. L., & Sloan, M. (2013). The effects of 'girl-friendly' schools: evidence from the BRIGHT school construction program in Burkina Faso. *American Economic Journal: Applied Economics*, 5(3), 41-62.

Bleakley, H. (2007). Disease and development: evidence from hookworm eradication in the American South. *The Quarterly Journal of Economics*. 122(1), 73-117.

Demand-side considerations:

Incentives, reducing the cost of schooling, improving achievement (October 19)

Guest Speaker: Anjali Desai, Community Worker and Facilitator, Educator, Patangyu, Manav Sadhna, Gramshree, Seva Cafe, Earn 'n' Learn, India Guide Publications

*Glewwe, P. & Kremer, M. (2006). Schools, teachers, and education outcomes in developing countries. *Handbook of the Economics of Education*, 2, 945-1017.

*Evans, D., Kremer, M., & Ngatia, M. (2009). The impact of distributing school uniforms on children's education in Kenya. Unpublished manuscript. Abdul Latif Jameel Poverty Action Lab. <http://www.povertyactionlab.org/evaluation/impact-distributing-school-uniforms-childrens-education-kenya>

- *Kremer, M., Miguel, E. & Thornton, R. (2009). Incentives to learn. *The Review of Economics and Statistics*. 91(3): 437-456
- Rawlings, L. & Rubio, G. (2005). Evaluating the impact of conditional cash transfer programs. *World Bank Research Observer*, 20(1): 30-55.
- *Schultz, P. (2004). School subsidies for the poor: evaluating the Mexican Progresa poverty program. *Journal of Development Economics*. 74(1): 199-250.
- *Vermeersch, C. & Kremer, M. (2004). School meals, educational achievement and school competition: evidence from a randomized evaluation. *World Bank Policy Research Working Paper*. No. 3523.
- *Banerjee, A. Cole, S., Duflo, E. & Linden, L. (2007). Remediating education: evidence from two randomized experiments in India. *Quarterly Journal of Economics*, 122(3): 1235-1264.
- Glewwe, P., Kremer, M., & Moulin, S. (2009). Many children left behind? Textbooks and test scores in Kenya. *American Economic Journal: Applied Economics*, 1(1), 112-135.
- Glewwe, P., Kremer, M., Moulin, S., & Zitzewitz, E. (2004). Retrospective vs. prospective analyses of school inputs: the case of flip charts in Kenya. *J. of Development Economics*, 74(1), 251-268.
- *Malamud, O., & Pop-Eleches, C. (2011). Home Computer Use and the Development of Human Capital. *Quarterly Journal of Economics*, 126(2), 987-1027.
- Das, J., Dercon, S., Habyarimana, J., Krishnan, P., Muralidharan, K., & Sundararaman, V. (2013). School inputs, household substitution, and test scores. *American Economic Journal: Applied Economics*, 5(2), 29-57.
- Supply-side considerations:**
Teachers (October 26)
Guest speaker: Tim Knowles, Pritzker Director of the University of Chicago Urban Labs, Chairman of the University of Chicago Urban Education Institute, former Deputy Superintendent for Teaching and Learning in Boston Public Schools, and founding director of Teach for America in New York City
- *Muralidharan, K. & Sundararaman, V. (2011). Teacher performance pay: experimental evidence from India. *Journal of Political Economy*, 119(1), 39-77.
- Glewwe, P., Ilias, N., & Kremer, M. (2010). Teacher incentives. *American Economic Journal: Applied Economics*, 2(3), 205-227
- *Duflo, E., Hanna, R., & Ryan, S. (2012). Incentives work: getting teachers to come to school. *The American Economic Review*, 102(4), 1241-1278.
- Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K., & Rogers, F. H. (2006). Missing in action: teacher and health worker absence in developing countries. *Journal of Economic Perspectives*, 20(1): 91-116.
- Duflo, E., Dupas, P., & Kremer, M. (2012). School governance, teacher incentives, and pupil-teacher ratios: experimental evidence from Kenyan primary schools. National Bureau of Economic Research. Working Paper No. 17939.

Market reforms:**School choice (November 2, date may change depending on speaker)**

Guest speaker: Jaime Bellolio, Member of Congress, Chile

Angrist, J., Bettinger, E., & Kremer, M. (2006). Long-term educational consequences of secondary school vouchers: evidence from administrative records in Colombia. *American Economic Review*, 96(3): 847–62.

*Angrist, J., Bettinger, E., Bloom, E., King, E., & Kremer, M. (2002). Vouchers for private schooling in Colombia: evidence from a randomized natural experiment. *American Economic Review*, 92(5): 1535-58.

Hsieh, C. & Urquiola, M. (2006). The effects of generalized school choice on achievement and stratification: Evidence from Chile's school voucher program. *Journal of Public Economics*, 90: 1477-1503.

*Muralidharan, K. & Sundararaman, V. (2014). The aggregate effect of school choice: evidence from a two-stage experiment in India. National Bureau of Economic Research. w19441.

Early childhood development and education (November 9, date may change depending on speaker)

Guest Speaker: TBD

Cohn, J. (2011, November 9). The Two-Year Window. *New Republic*.
<http://www.newrepublic.com/article/economy/magazine/97268/the-two-year-window>

*Cunha, F., Heckman, J. J., Lochner, L., & Masterov, D. V. (2006). Interpreting the evidence on life cycle skill formation. *Handbook of the Economics of Education*, 1, 697-812. (but only need to read 709-729)

*Gertler, P., Heckman, J., Rinto, R., Zanolini, A., Vermeersch, C., Walker, S., Chang, S., & Grantham-McGregor, S. (2013). Labor market returns to early childhood stimulation: A 20-year followup to an experimental intervention in Jamaica. NBER working paper #19185.

Martinez, S., Naudeau, S., & Pereira, V. (2012). The promise of preschool in Africa: a randomized impact evaluation of early childhood development in Mozambique.
http://siteresources.worldbank.org/INTAFRICA/Resources/The_Promise_of_Preschool_in_Africa_ECD_REPORT.pdf

Macours, K., Schady, N., & Vakis, R. (2012). Cash transfers, behavioral changes, and cognitive development in early childhood: Evidence from a randomized experiment. *American Economic Journal: Applied Economics*, 4(2), 247-273.

Bharadwaj, P., Løken, K. V., & Neilson, C. (2013). Early life health interventions and academic achievement. *The American Economic Review*, 103(5), 1862-1891.

Duncan, G. & Magnuson, K. (2013). Investing in preschool programs. *Journal of Economic Perspectives*, 27(2): 109-32.

Bleakley, H. (2010). Malaria eradication in the Americas: a retrospective analysis of childhood exposure. *American Economic Journal: Applied Economics*. 2: 1–45.

Doyle, O., Harmon, C., Heckman, J. & Tremblay, R. (2009). Investing in early human development: timing and economic efficiency. *Economics & Human Biology*. 7(1): 1–6.

Engle, P., Black, M., Behrman, J., de Mello, M., Gertler, P., Kapiriri, L., Martorell, R., & Young, M. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. *The Lancet*. 369(9557): 229–42.

Gertler, P., Heckman, J., Rinto, R., Zanolini, A., Vermeersch, C., Walker, S., Chang, S., & Grantham-McGregor, S. (2013). Labor market returns to early childhood stimulation: A 20-year followup to an experimental intervention in Jamaica. NBER working paper #19185.

Almond, D. & Currie, J. (2011). Chapter 15: Human capital development before age five. In *Handbook of Labor Economics, 4B*: 1315–1486. Elsevier.

Education in emergency settings: crisis and conflict (November 16)

Guest Speaker: Alexandra Chen, UN Advisor, Mental Health & Psychosocial on Syria Crisis

Gladstone, R. (2014, December 8). UNICEF calls 2014 one of worst years on record for world's children. *New York Times*. <http://www.nytimes.com/2014/12/09/world/unicef-calls-2014-one-of-worst-years-on-record-for-worlds-children.html>

*Blattman, C. & Annan, J. (2010). The consequences of child soldiering. *Review of Economics and Statistics*, 92(4), 882-898.

Akresh, R. & de Walque, D. (2008). Armed conflict and schooling: evidence from the 1994 Rwandan genocide. *IZA Discussion Paper No. 3516*

Frankenberg, E., Sikoki, B., Sumantri, C., Suriastini, W., & Thomas, D. (2013). Education, vulnerability, and resilience after a natural disaster. *Ecology and Society*, 18(2): 16.

*Cas, A., Frankenberg, E., Suriastini, W., & Thomas, D. (2013). The impact of parental death on child well-being: evidence from the Indian Ocean Tsunami, NBER Working Papers No. 19357, <http://EconPapers.repec.org/RePEc:nbr:nberwo:19357>

*Dryden-Peterson, S. & Mundy, K. E. (2011). Educating children in zones of conflict: an overview and introduction. In *Educating children in conflict zones: Research, policy, and practice for systemic change: a tribute to Jackie Kirk*. New York: Teachers College Press.

Imberman, S. A., Kugler, A. D., & Sacerdote, B. I. (2012). Katrina's children: evidence on the structure of peer effects from Hurricane Evacuees. *American Economic Review*, 102(5), 2048-2082.

*Burde, D., Kapit-Spitalny, A., Wahl, R., & Guven, O. (2011). Education and conflict mitigation: What the aid workers say. Washington, DC: US Agency for International Development, Education Quality Improvement Program 1.

Instructor Meetings for final projects (week of November 23)

Student presentations of projects (November 30)